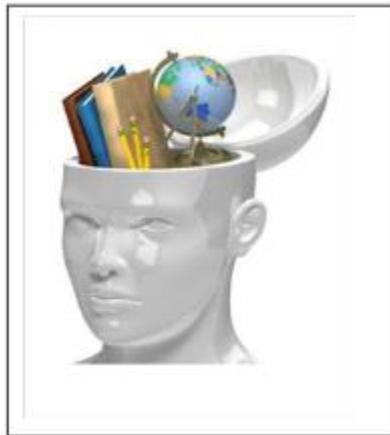




# Year 11

## Knowledge Organiser Summer Term



# Instructions for using your Knowledge Organiser

## Self-testing

You can use your knowledge organisers and exercise book in a number of different ways but you should not just copy from the Knowledge Organiser into your book.

**Below are some possible tasks you could do in your workbooks**

- Ask someone to write questions for you
- Write your own challenging questions and then leave it overnight to answer them the next day
- Create mindmaps
- Create flashcards
- Put the key words into new sentences
- Look, cover, write and check
- Mnemonics
- Draw a comic strip of a timeline
- Use the 'clock' template to divide the information into smaller sections. Then test yourself on different sections
- Give yourself spelling tests
- Definition tests
- Draw diagrams of processes
- Draw images and annotate/label them with extra information
- Do further research on the topic
- Create fact files
- Create flowcharts

# Presentation

You should take pride in how you present your work; each page should be clearly labelled with underlined title and date. There should be an appropriate amount of work.

The Knowledge Organisers are designed to help you learn a wide range of knowledge which in turn will mean you are more prepared for your lessons as well as the new style GCSEs that you will sit in the future.

To get the most out of your Knowledge Organiser, you should be learning sections and then self testing in your workbook.

**Do not just copy into your workbook**

**Always check and correct!**



Internal Methods	External Methods
transfers notice board newsletter website intranet	headhunting newspapers trade journals careers fairs shop windows recruitment agencies web based

### Equality in Recruitment

Businesses must ensure they treat all workers fairly. They must offer equal pay and promotion opportunities for women and ethnic minorities.

This also applies to recruitment. Employers must not discriminate against applicants based on race, sex, age or disability.

#### Equality Act 2010

This act legally protects people from discrimination in the workplace and in wider society.

### Redundancy Procedures

- Staff can lose their job through **redundancy** if the business suffers a fall in profit or they no longer offer the services of products the employee provides.
- Redundancy procedures must be fair .
- Can receive compensation for being made redundant.

#### Voluntary redundancy

Employees can volunteer for redundancy.

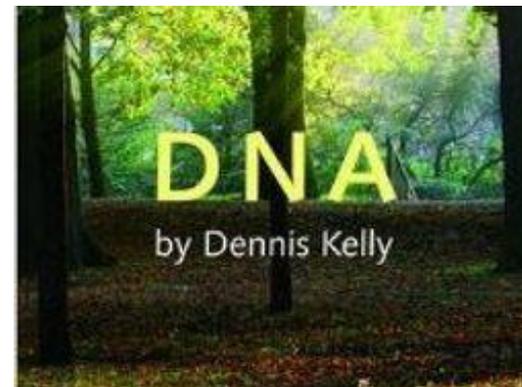
Stage	Explanation
<b>Stage 1 Identifying a need</b>	This could be due to the following reasons: <ul style="list-style-type: none"> <li>• Growth in business</li> <li>• Retirement of a member of staff or employee leaves the business</li> <li>• An existing employee is promoted</li> <li>• New location for the business which needs staffing</li> <li>• New skills required which current staff do not have.</li> </ul>
<b>Stage 2 Create a job description</b>	The business creates a document which sets out the job role in detail. The candidate can then decide if they are able to fulfil the roles and responsibilities.
<b>Stage 3 Person Specification</b>	Sets out <b>essential</b> and <b>desirable</b> criteria. It is used to measure the candidate against and compare to others who have applied. Includes qualifications required, previous experience and attributes/ characteristics/ qualities.
<b>Stage 4 Advertising a position</b>	The business will advertise their vacancy in a suitable place. The advert needs to include all important information, such as business name, job title, pay and hours.
<b>Stage 5 Shortlisting</b>	This is where businesses decide who they want to interview based on their applications. It is important this is done fairly and the job description and person specification is usually used to help.
<b>Stage 6 Interview</b>	Candidates will be interviewed and answers are recorded. They are sometimes given a score and this is then compared to others to ensure fairness.
<b>Stage 7 References</b>	References will be obtained from previous employers, teachers or others. It cannot be from a family member or friend. This helps to make sure they have a true and honest view of the applicant.
<b>Stage 8 Offer the position</b>	If successful, candidates will be offered the position verbally or in writing. There is always a formal written offer sent with key information, such as start date.

Key Terminology	Definition
Proxemics	Use of stage space and how it is used to convey emotion and interact with the audience.
Intonation	The rise and fall in your voice.
Body Language	The use of movement and open/closed positioning to show emotion.
Characterisation	How performance skills are used and combined to create a dynamic character.

**I.D.E.A**  
**I - Identify**  
**D – Describe**  
**E – Explain**  
**A – Audience**

The DNA  
Characters:

Phil  
 Leah  
 Cathy  
 Danny  
 Lou  
 Mark  
 Jan  
 Adam  
 Brian  
 Richard  
 John Tate



The Production  
Elements:

1. Costume
2. Set Design
3. Lighting Design
4. Make Up
5. Props
6. Staging/Set

The 6 Themes of  
DNA

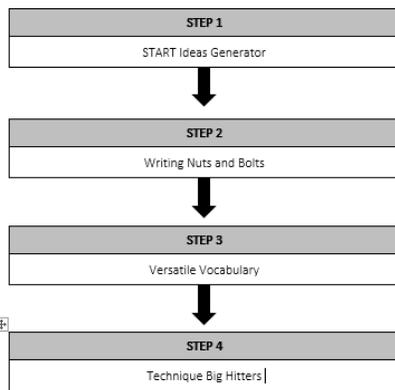
1. Truth
2. Peer Pressure
3. Consequence
4. Bullying
5. Status
6. Responsibility

# Year 11 Knowledge Organiser – English - 2021- Writing Fiction



## – English Language Paper 1

### Achieving Writing Success



### Use START

START: A paragraph planning resource for creative writing	
First, decide where 'you' are in the image and the atmosphere and attitude you want to evoke. Then, START.	
Sky	Begin this paragraph with a single word sentence. Then use an extended metaphor: ' <i>Chaos. Perpetual chaos. The sky was a deafening scream; a piercing shout; a metaphysical yell.</i> '
Tiny features of the scene (zoom in)	On the.... On one side... On the other side... Scattered about the... were ..... ...on which....
Away (zoom out)	Everything... All... Outside... It was a place / palace of... It was a time of..... and of..... and of..... It was a space that...
Reaction of weather, person, animal	Begin this paragraph with a form of repetition: ' <i>It was choked in rain; black rain; sorry rain; tears of rain; rain that covered and dulled everything and nothing.</i> '  Here, something small happens to you or a character or the weather.
To.... was to.....	e.g. ' <i>To wander these streets was to subject oneself to the dismal reality of humanity.</i> '
One sentence paragraph	<i>'To be here was to be in a perpetual utopia'</i>  <i>'To stare at the sky was to stare at the infinite darkness of my inescapable future'</i>

Plan each paragraph before writing using START. This will give you 5 brainstorm and ensures that your writing is organised. Include versatile vocabulary in your planning.

See example below: Mind map X5



### Versatile Vocabulary

Solid, real	Concrete	Abstract	Not physical, an idea
Tidy, controlled, clear	Order	Chaos	Confusion, disorder
Difficult to harm	Secure	Vulnerable	Easy to harm, fragile
Stubborn, unchangeable	Dogmatic	Malleable	Able to be changed, flexible
Stable, the same	Constant	Volatile	Unpredictable, uncertain
Every so often	Intermittent	Perpetual	Cyclical, repetitive, incessant
Can be touched, real	Tangible	Intangible	Cannot be touched
Can be touched, real	Physical	Metaphysical	Not physical, not real
Expected, logical, usual	Natural	Supernatural	Beyond laws of nature, magical
Expected, logical, usual	Normal	Abnormal	Beyond what is expected
Original, basic, true	Literal	Metaphorical	Symbolic, not literal
Logical, using reason	Rational	Emotional	Using mood or feelings
Lasting forever	Permanent	Ephemeral	Lasting for a short time, temporary
Make stronger, support	Reinforce	Transgress	Go against
Right, good	Moral	Immoral	Wrong, bad
Kind, good	Benevolent	Malevolent	Unkind, evil
Gullible	Credulous	Duplicious	Two-faced
Inside	Interior	Exterior	Outside
Unaware, not guilty	Innocent	Corrupt	Wrong, bad, dishonest
Less than	Inferior to	Superior to	Better than
The best imaginable world	Utopia	Dystopia	The worst imaginable world
Staying still	Static	Active	Moving
Hunted	Prey	Predator	Hunter
Calming	Comforting	Unsettling	Disturbing
Free	Liberated	Imprisoned	Trapped
Not enough, a lack	Paucity	Excess	Too much, extra
Generous, loves people	Philanthropic	Misanthropic	Miser, hates people
Dull, boring, ordinary	Banal	Idiosyncratic	Individual, unique, quirky, extraordinary
All the same	Homogeneous	Heterogeneous	Varied, mixed, diverse
Can end, will end, mortal	Finite	Infinite	Will never end, eternal, immortal

### Use The Big Hitters!

Term	Meaning
Extended metaphor	A <b>metaphor</b> is an imaginative way of describing something by referring to something else which is the same in a particular way. To <b>extend</b> a metaphor, continue the comparison for more than one sentence.
Semi-colon	<ul style="list-style-type: none"> <li>Used instead of a full stop between two closely linked sentences.</li> <li>Used instead of <i>for, and, nor, but, or, yet, so</i></li> <li>Used to separate long items in a list</li> <li>Do not capitalise words after a semi-colon</li> </ul>
Juxtaposition	The <b>juxtaposition</b> of two contrasting objects, images, or ideas is the fact that they are placed together or described together to emphasise differences between them.
Cyclical	A <b>cyclical</b> piece of writing is one in which the beginning and the end have the same focus. Starting and ending with the same word is particularly effective.
Listing	<b>Syndetic</b> list – a list with 'ands' <b>Asyndetic</b> list – a list with commas or semi-colons

### Writing Nuts and Bolts

Use this list as a checklist for everything you write.

1	Use full stops and capital letters. Every sentence. Every time.
2	Plan using 'START' before you start (p.4).
3	Make your writing fill a minimum of two pages and a maximum of three.
4	When you start a new paragraph, miss a line or indent.
5	Use at least full stops, commas and semi-colons. Correctly.
6	Use short simple sentences.
7	Use longer, complex sentences.
8	Include 'Versatile Vocabulary' in every paragraph (p.7).
9	Use the 'Big Hitter' Techniques (p.8).
10	If you think you're finished, you're not! Re-read, edit and re-read again; use the whole allotted 45 minutes.

# Year 11 Knowledge Organiser – English 2021- Writing Non-Fiction – English Language Paper 2

## Achieving Writing Success

### Step 2: Writing Nuts and Bolts

Use this list as a checklist for everything you write.

1	Use full stops and capital letters. Every sentence. Every time.
2	Plan using 'EPIIC' before you start (p.4)
3	Make your writing fill a minimum of two pages and a maximum of three.
4	When you start a new paragraph, miss a line or indent.
5	Use at least full stops, commas and semi-colons. Correctly.
6	Use short simple sentences.
7	Use long, complex sentences.
8	Include 'Versatile Vocabulary' in every paragraph (p.9).
9	Use the 'Big Hitter' Techniques (p.10).
10	If you think you're finished, you're not! Re-read, edit and re-read again; use the whole allotted 45 minutes.

## Versatile Vocabulary

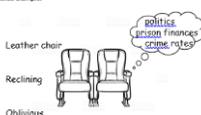
Solid, real	Concrete	Abstract	Not physical, an idea
Tidy, controlled, clear	Order	Chaos	Confusion, disorder
Difficult to harm	Secure	Vulnerable	Easy to harm, fragile
Stubborn, unchangeable	Dogmatic	Malleable	Able to be changed, flexible
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All the same	Homogeneous	Heterogeneous	Varied, mixed, diverse
Can end, will end, mortal	Finite	Infinite	Will never end, eternal, immortal

**Example question:** "Regardless of their crimes, children in prison still deserve love, care and support. They are currently not receiving this".

Write the text for a speech to be delivered to local Prison Governors in which you explain your opinion on this statement.

Draw your audience (note: in the exam, you don't need to draw but it does help to make brief planning notes).

Modelled example:



## Step 2.5: Rules of form

Before you start writing, make sure you have chosen your point of view.

Letter	
You should include:	<ul style="list-style-type: none"> <li>To whom it may concern...</li> <li>Paragraphs</li> </ul>
You could include:	<ul style="list-style-type: none"> <li>Addresses</li> <li>A date</li> <li>Formal language</li> <li>Fluently sequenced paragraphs</li> <li>Yours sincerely / faithfully</li> </ul>

Article	
You should include:	<ul style="list-style-type: none"> <li>A simple title</li> <li>Paragraphs</li> </ul>
You could include:	<ul style="list-style-type: none"> <li>An original or humorous title</li> <li>A strapline</li> <li>Subheadings</li> <li>Fluently sequenced paragraphs</li> </ul>

Leaflet	
You should include:	<ul style="list-style-type: none"> <li>A simple title</li> <li>Paragraphs</li> </ul>
You could include:	<ul style="list-style-type: none"> <li>An original or humorous title</li> <li>Subheadings</li> <li>Bullet points</li> <li>Fluently sequenced paragraphs</li> </ul>

Speech	
You should include:	<ul style="list-style-type: none"> <li>A simple address to your audience</li> <li>Paragraphs</li> <li>A final address to your audience</li> </ul>
You could include:	<ul style="list-style-type: none"> <li>A clear address to an audience</li> <li>Awareness of the audience throughout</li> <li>Fluently sequenced paragraphs</li> </ul>

Essay	
You should include:	<ul style="list-style-type: none"> <li>A simple introduction and conclusion</li> <li>Paragraphs</li> </ul>
You could include:	<ul style="list-style-type: none"> <li>An effective introduction and conclusion</li> <li>Fluently sequenced paragraphs</li> </ul>

## Step 4: Techniques – the big hitters

After you have written, you can self-assess your work using this list.

Term	Meaning
<b>Extended metaphor</b>	A <b>metaphor</b> is an imaginative way of describing something by referring to something else which is the same in a particular way. To <b>extend</b> a metaphor, continue the comparison for more than one sentence.
<b>Anaphora</b>	<b>Anaphora</b> is the repetition of a word or phrase at the start of successive sentences or clauses. E.g. <i>It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness.</i>
<b>Epistrophe</b>	<b>Epistrophe</b> is the repetition of a word or phrase at the end of successive sentences or clauses. e.g. <i>government of the people, by the people, and for the people</i>
<b>Semi-colon</b>	<ul style="list-style-type: none"> <li>Used instead of a full stop between two closely linked sentences.</li> <li>Used instead of <i>for, and, nor, but, or, yet, so</i></li> <li>Used to separate long items in a list</li> <li>Do not capitalise words after a semi-colon</li> </ul>
<b>Juxtaposition</b>	The <b>juxtaposition</b> of two contrasting objects, images, or ideas is the fact that they are placed together or described together to emphasise differences between them.
<b>Cyclical</b>	A <b>cyclical</b> piece of writing is one in which the beginning and the end have the same focus. Starting and ending with the same word is particularly effective.
<b>Listing</b>	<b>Syndetic</b> list – a list with 'ands' <b>Asyndetic</b> list – a list with commas or semi-colons

### Modelled example of first paragraph

**As you sit before me, reclining in your leather chairs, oblivious to the reality of the prisons you run, there's probably only one question running through your mind:** "How do I decrease crime rates and increase my profits?" **To that, I say:** by giving your young, pure inmates back their humanity. It is **unquestionably** a disgrace; it is **undoubtedly** an outrage; it is **indisputably** a scandal that children in your care are not provided with the basic necessities required to prosper.

# GCSE Physical Education

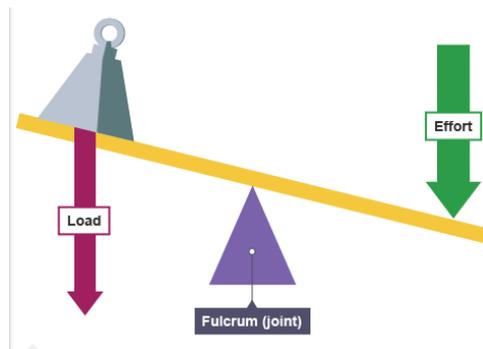
## 1.1c – Movement Analysis



### GCSE PE KS4 Knowledge Organiser

Component	% of overall GCSE (9-1) in Physical Education (J587)			
	AO1	AO2	AO3	AO4
1: Physical factors affecting performance	12.5	10	7.5	0
<b>Assessment Objectives</b>				
AO1	Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.			
AO2	Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.			
AO3	Analyse and evaluate the factors that underpin performance and involvement in physical education and sport.			

### Movement Analysis



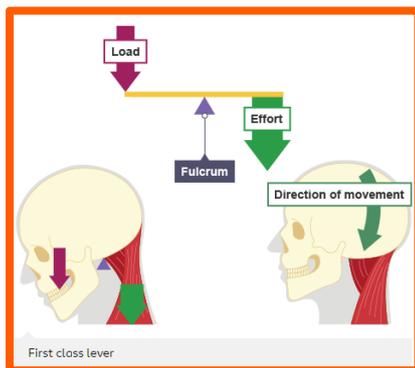
### Levers

A lever consists of:

- A rigid structure (Bone)
- A Force acting upon it (agonist muscle) to produce a turn movement (angular motion)
- A fulcrum which is a fixed point (joint)
- A load or resistance that is placed on the rigid structure (weight or body part being moved and anything it is carrying)

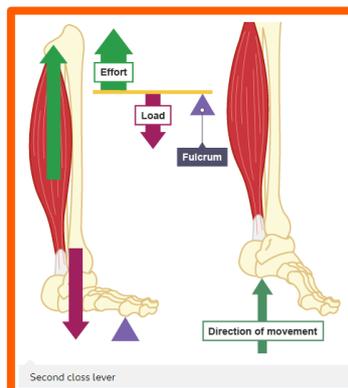
#### **First-Class Lever**

The fulcrum is in the **middle** of the effort and the load.



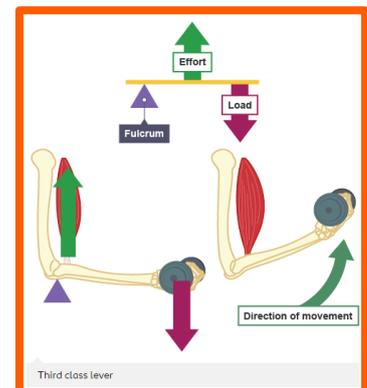
#### **Second-Class Lever**

The load is in the **middle** of the effort and the fulcrum.



#### **Third-Class Lever**

The effort is in the **middle** of the load and the fulcrum.



Example: This type of lever is found in the neck when raising your head to head a football.

Neck muscle provides the effort, the neck joint is the fulcrum and the weight of the head is the load.

Example: This type of lever is found in the ankle when standing on your tiptoes during the take-off of a jump in a jump shot in basketball.

The gastrocnemius provides the effort, the big toe joint is the fulcrum and the weight of the body is the load.

Examples: This type of lever is found in the elbow when performing a bicep curl in weightlifting.

The bicep provides the effort, the elbow joint is the fulcrum and the weight forearm, hand and dumbbells and the load.

# GCSE Physical Education

## 1.1c – Movement Analysis



**F → 1**



**L → 2**



**E → 3**

Levers are used to multiply force. This means that they allow you to move a large output load with a smaller effort. Load and effort are forces measured in Newtons (N).

In a lever, if the distance from the effort to the fulcrum is longer than the distance from the load to the fulcrum, this gives a greater mechanical advantage. First-class and second-class levers have mechanical advantage.

Second class levers have the best mechanical advantage, so they can move a large load with a relatively small effort.

### Mechanical Advantage

**Exam Question:** Explain why a second-class lever has the best mechanical advantage.

The further away the effort is from the fulcrum, the easier it is to lift the load. This requires a long lever arm.

In a second-class lever, the effort is further away from the fulcrum than the load therefore less effort is required.

### Example:

Load = 500N    Effort = 100N

$$500N \div 100N = 5$$

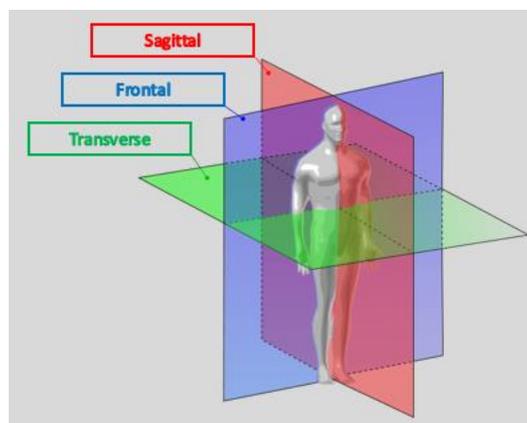


At take-off, the high jumper applies large forces to the ground through their ankle. The ankle operates with mechanical advantage in order to resist these forces and enable the jumper to achieve flight

## Mechanical Advantage = Load ÷ Effort

### Planes of Movement

All body movements occur in different planes and around different axes. A plane is an imaginary flat surface running through the body.



### Sagittal Plane

The sagittal plane divides the body vertically into left and right. Movements in this plane are flexion and extension.

Example: Somersault in trampolining – Sprinting in athletics

**Sagittal – Side to side**

### Frontal Plane

The frontal plane divides the body in anterior and posterior (front and back). Movements in this plane are abduction and adduction.

Example: Star Jump in gymnastics – Diving save in football

**Frontal – Front and back**

### Transverse Plan

The transverse plane divides the body horizontally into superior and inferior (upper and lower). Movements in this plane are rotational.

Example: Pivoting in netball – full twist in trampolining.

**Transverse – Top and bottom**

# GCSE Physical Education

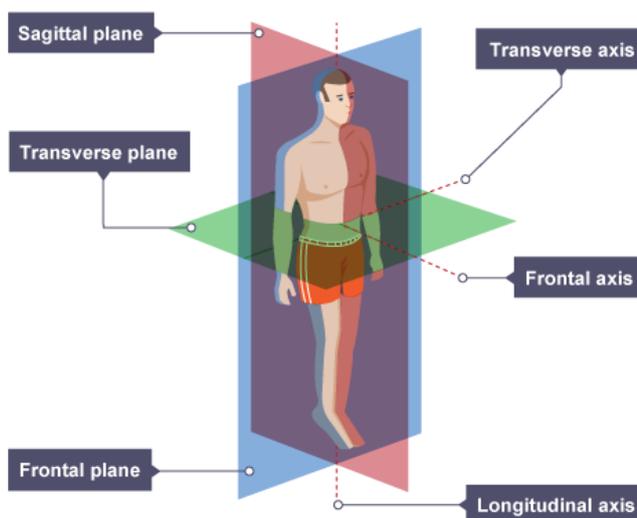
## 1.1c – Movement Analysis



### Axes of Rotation

All body movements occur in different planes and around different axes.

An axis is an imaginary line at right angles to the plane, about which the body rotates or spins.



### Transverse Axes

The transverse axis runs from left to right through the centre of the body.

Example: Somersault in trampolining –  
Sprinting in athletics

### Frontal Axes

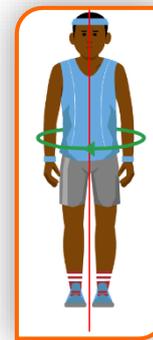
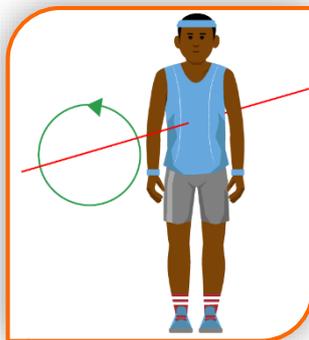
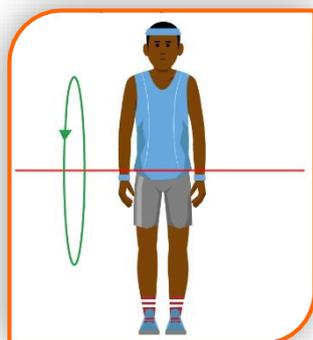
The frontal axis runs from front to back through the centre of the body.

Example: Star Jump in gymnastics –  
Diving save in football

### Longitudinal Axes

The longitudinal axis runs from top to bottom through the centre of the body.

Example: Pivoting in netball – full twist in trampolining.



# GCSE Physical Education

## 1.1c – Movement Analysis

Sagittal Plane → Transverse Axes

Frontal Plane → Frontal Axes

Transverse Plane → Longitudinal  
Axes

**Exam Question:** Using examples of movement explain how a netball player uses all three planes of movement during a match [4]

During a netball match a netball player will use the sagittal plane of movement when flexing and extending their knees when running. A netball player will use the frontal plane of movement when performing abduction at the shoulder when blocking their opponent from passing. A netball player will use the transverse plane of movement when performing pivot to turn when in possession of the netball.

## Describing Film Music in the Listening exam

<b>Dynamics</b>	There is a wide dynamic range including frequent use of crescendo and generally speaking the dynamics gradually increase towards the final climax. All of which emphasise the dramatic mood. There is frequent use of silence for dramatic effect.
<b>Rhythm/Tempo</b>	The tempo is quick for the first two sections and quicker still for the final section which emphasises the feeling of excitement.
<b>Structure</b>	<i>The piece falls into three main sections - a long A section, a short contrasting section based on ideas from the A section and then an abbreviated return of the first A section. It is basically monothematic. This underlines the character's steadfastness and dedication.</i>
<b>Melody</b>	The main theme is based on an ascending arpeggio/broken chord and the tessitura gradually widens throughout the extract. Both give a feeling of triumph to the character of the main character; Dick Tracy is able to conquer adversity. There are numerous ostinato figures incorporating semiquaver and triplet figures which frequently form both melodic and accompanying ideas. Again, a feeling of endurance, strength and steadfastness pervades the piece.
<b>Instrumentation</b>	Orchestral instruments are used throughout and the brass, woodwind and percussion are particularly prominent. Sonorities frequently begin dark and muted and gradually brighten which highlights the feeling of excitement and expectation. Articulation is frequently detached and aggressive which highlights the agitated mood.
<b>Texture</b>	There is a homophonic texture for the first and last sections, and a melody and accompaniment texture for the central section. The orchestral texture gradually thickens throughout the extract. <i>The subtle facets of the main character's personality are presented in a variety of guises.</i>
<b>Harmony</b>	The extract utilises a minor tonality which represents the criminal underworld.

# Language thought and communication

Piaget's theory  
 We learn through developing schemas (mental structures)  
 Language depends on thought  
 Thought and understanding first  
 Language develops after  
 Young children  
 Can have language without understanding but will not be able to use it effectively.  
 The development of language  
 Sensorimotor stage (0-2), children start to speak.  
 Pre-operational stage (2-7); talk about things not present.  
 Logical thinking  
 Concrete operational stage (7-11) children develop own ideas.

Von Frisch's bee study   
 Aim: To describe dances of honey bees to understand their communication  
 Method: Put food close to hive (10-20 metres) and far away (up to 300m) observed bee 6000 times over 20 years.  
 Results: Round dance- moving in circle to show pollen less than 100 metres away waggle dance – Figure of 8 – shape points direction. 60% of bees went to sources at the distance indicated by the dances.  
 Conclusion: sophisticated communication system  
**Evaluation**  
 (+) scientific value  
 (-) ignored the importance of sound made by bees  
 (-) Gould contradicting findings

## The Sapir-Whorf hypothesis

Not possible to think about something you have no words for.  
 Thinking depends on language, Language comes first, thought afterwards.  
 Strong version: Language determines thought  
 If there are no words for an object or idea then you can't think about it.  
 Weak version: Language influences thinking  
 Words help to 'carve up' the world. You can still imagine things with no words for them.  
 Which version is better?  
 Weaker version preferred. We have limited memory for things we have no words for.

### Variation in recall of events

#### Native Americans: The Hopi

Hopi don't distinguish past, present and future. This affects the way they think about time.  
 Language affects recall of events  
 Memory for pictures affected by labels given (Carmichael et al).

### Variation in recognition of colours

#### Native Americans: The Zuni

Zuni people only one word for shades of oranges and yellow and in a research study had difficulty distinguishing between them  
 Language affects recall of colour  
 Berinmo people had difficulty recalling colours as they only have 5 words for colours.

(-) Difficulties with cross cultural understanding, misunderstanding tasks or communicate answers  
 (-) sample issues Hopi only 1 PP.  
 (-) Ambiguous materials

### Evaluation

## Theory of non verbal behaviour

Darwin and evolution – natural selection genes for survival are passed to next generation.  
 NVC is adaptive – evolved in animals to express emotion e.g. teeth baring reduce death in a conflict.  
 Comparisons between human & animal behaviour. E.g. wrinkle nose at smell avoid breathing in something dangerous & wide eyes at surprise.

## Body language

Communication through unspoken movements and gestures.  
**Open and closed posture**  
 Closed= crossing legs/arms shows disagreement.  
 Open = uncrossed, shows acceptance.  
**Postural echo** – copying each others position.  
 Tanner and Chartrand (2006): Participants rated new drink more highly when presented with postural echo.  
**Touch** – includes high fives, slapping etc.  
 Fisher: if librarian touched student on hand when returning library books the librarian was judged more positively.

### Evidence that NVC is innate

Neonate research – NVC displayed in newborns  
 Social releasers – certain NVC by newborns are adaptive  
 Facial expressions – neonates display an expression of disgust when given sour taste  
 Sensory deprived - blind children show similar facial expressions to sighted children.

### Human vs animal communication

**Evidence that NVC is learned** Cross-cultural research -  
 Cultural differences in personal space  
 Gestures – differences in meanings  
 Social learning theory

### Properties of human comm. not present in animal communication

Plan ahead and discuss future events – humans can discuss things that aren't present animals focus on present  
 Creativity – humans have open system combining many words together animals system is closed  
 Single vs multiple channels – human language is expressed through spoken, written, sign lang and social media. Animals tend to just use one channel

## Eye contact

When two people look at each others eyes at the same time.

**Expressing emotion:** PPs judged emotions as more intense if faces looking straight at them (Adams and Kleck)

**Regulates flow of conversation** – Kendon study PPs looked away when about to speak and gave prolonged gaze when about to finish.

**Signalling attraction** - People who use eye contact are judged more attractive

**Personal space:** The distance we keep between ourselves and others.

**Cultures:** English distance larger than Arab. Arabs liked Englishmen better if they stood closer

**Gender:** Fisher & Byrne- Women feel most uncomfortable when PS invaded from side, men front.

**Status:** Zahn- those with similar status stand closer than those of unequal.

(+) all have real world applications  
 (-) Body lang studies unethical – no consent  
 (-) eye contact artificial tasks

## Yuki's study of emoticons

  
 Aim: To investigate differences in the interpretation of emoticons in Japan and America  
 Method: 6 emoticons shown with different combinations of eyes & mouths (sad, happy, neutral) asked to rate how happy face was.  
 Results: Japanese rated happiness higher than Americans when happy eyes shown  
 Americans higher happiness rate when mouths where happy even with sad eyes.  
 Conclusion: cultural differences in the way emotion is interpreted in facial expressions.  
 Japan use eyes as cultural norm to hide emotions but harder to hide eye expression.

(-) artificial materials  
 (-) only tested one emotion  
 (-) rating scale too simplistic for emotions  
 (+) repeated study with photos and got same results

### Evaluation

## Purpose of animal communication

Survival – vocal signs and visual signs to increase offspring survival – e.g. velvet monkeys communicate danger with an alarm call  
 Reproduction – Peacocks stretch out their feathers like an umbrella to show genetic fitness  
 Territory – mark territory using scent marking e.g Rhino dung fence  
 Food - signals that draw attention to food source e.g. bee dance.

# Brain and neuropsychology

**The nervous system**  
A network of cells in the human body and the main communication system.  
Roles;  
Collect and respond to information in the environment  
Control the different organs in the body including the brain.

## Functions of the NS

### Central NS

Made up of brain and spinal cord.

Hemispheres in brain – each control opposite side of body.

Brain – conscious awareness

Brain stem controls basic functions and autonomic functions. Connects to spinal cord.

### Peripheral NS –

information from outside to CNS.

From CNS to muscles

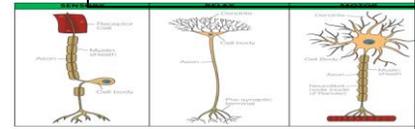
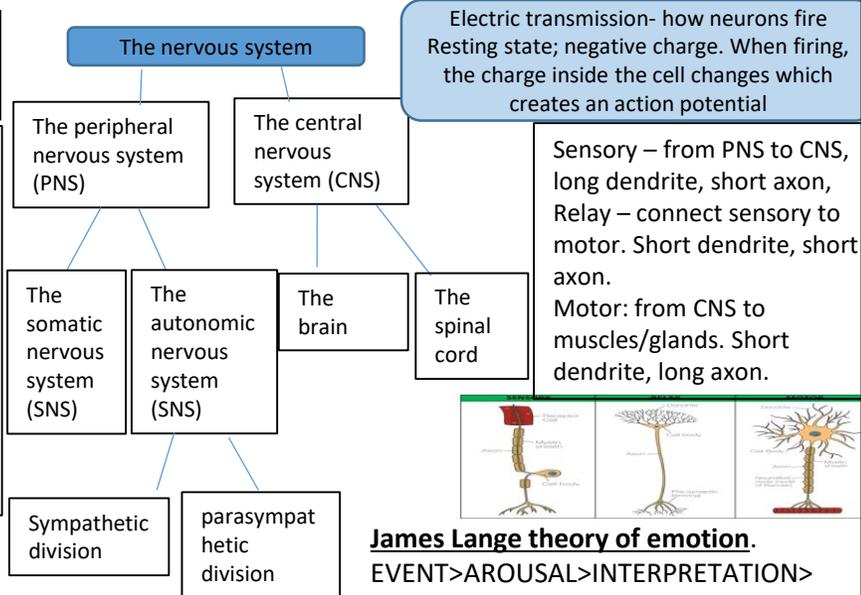
### Autonomic nervous system

Automatic functions e.g. breathing, heart rate, stress response.

### Somatic nervous system

Voluntary movement of muscles and reflex responses.

Sends messages to muscles and takes in information from sensory organs.



## James Lange theory of emotion.

EVENT > AROUSAL > INTERPRETATION >

### EMOTION

Explanation of emotion, brain interprets physiological changes as an emotion after the physical change occurs first e.g. fear, excitement.

No physical changes = no emotion e.g. heart beat not any faster when presenting in front of class means not nervous or fearful.

+ phobias provide evidence for emotion after arousal  
- Cannon-Bard theory contradicts some emotions occur at same time.

- Simplistic – need social cues to label emotions

**Structure**  
Cell body: nucleus containing DNA  
Axon: carries signals, covered in myelin sheath which helps and protects.  
Myelin sheath: fatty covering of axon with gaps (nodes and Ranvier), insulation and speeds, signal.  
Terminal button: End of axon, part of synapse.

## Hebb's theory of learning and neuronal growth

Brain is plastic – synaptic connections become stronger more they are used. Brain can change and develop. Changes in responses to new experiences at any age. Learning leaves a trace called an engram, if learning is rehearsed this can be permanent. During learning cell assemblies (groups of neurons) fire together, more times this happens synaptic connections become stronger and the groups of neurons effectively grow to manage new learning.  
+ scientific theory  
+ real word application to education  
- Reductionist – neuronal level

### Localisation of function – specific areas do particular jobs.

Motor area – damage to left hemisphere affects right side of the body and vice versa. Somatosensory – less ability to feel pain, sensitive body parts take up most space. Visual LH damage – problems with right visual field.  
Language – Broca's area – speech production – damage = difficulty remembering/forming words. Wernicke's area understanding speech, difficulty producing meaningful speech if damaged.

### Penfield's study of interpretive cortex

Aim: investigate function of temporal lobe  
Method: epilepsy patients operated on using Montreal procedure.  
Results: temporal stimulation – experiences & interpretation  
Conclusion: area of brain called interpretive cortex stores personal meaning of previous events.  
+ precise method – standardised  
- Cant generalise sample to people without epilepsy

Neuropsychology – the scientific study of the influence of brain structures on mental processes.  
e.g. different memories are in different areas of the brain. Neurological damage – effects of stroke, damage to motor ability – problems with fine movements.

### Scanning techniques

**CT:** large doughnut shaped scanner, lots of X-rays of brain combined to give big picture (+) higher quality (-) High level of radiation  
**PET** – patient injected with radioactive glucose. Brain activity shown on computer screen.  
(+) show brain in action (-) Expensive  
fMRI – measures changes in blood oxygen levels. Displayed as 3-D image.  
(+) produces clear image without use of radiation (-) expensive and have to stay still

## Synapses and chemical transmission

The synapse – where neurons communicate with each other: terminal button at presynaptic neuron + synaptic cleft + receptor sites on postsynaptic neuron.  
Release of neurotransmitter – electric signal causes vesicles (in presynaptic terminal button) to release neurotransmitter into synaptic cleft.  
Reuptake of neurotransmitter: Neurotransmitter in synaptic cleft attaches to postsynaptic receptor sites. Chemical message turns into electrical impulse. Remaining neurotransmitter reabsorbed.  
Excitation and inhibition: Excitatory neurotransmitter increase postsynaptic neuron's charge, more likely to fire. Inhibitory neurotransmitter increases negative charge, less likely to fire.  
Summation: More, excitatory than inhibitory signals mean that neuron fires, creating an electrical impulse.

**Frontal lobe** contains motor area – at front of brain, controls thinking, planning and movement.

**Parietal lobe** – contains somatosensory area Behind frontal lobe, processes sensations.

**Occipital lobe**, contains visual area. At back of brain controls vision.

**Temporal lobe**, contains auditory/language area. Behind frontal and below parietal lobe. Speech and language.

**Cerebellum** receives information from spinal cord and brain. Co-ordinates movement and balance.



### Tulving's gold memory study

Aim: investigate if episodic memories produce different blood flow patterns to semantic ones.  
Method: 6 pps injected with radioactive gold. Used PET scan on episodic and semantic memory trials.  
Results: semantic memories in posterior cortex, episodic in frontal lobe.  
Conclusion: memory has a biological basis and is localised.  
+ objective evidence from brain scans  
- Sample small - difficult to separate memories